



Supporting the provision of quality, inclusive children's services

# National Quality Framework Preparation Working Groups Session 3

# ...and how exactly are we going to do that?

## Every week

- Revise and debrief-Revisit code of conduct, NQF on the couch- therapy sessions, questions that have come up;
- Content, group inquiry and reflection;
- Homework;
- Questions and comments from the current session;
- Summary for the following week and an agreement on what will be covered.



# Objectives for week 3

- ✉ Consider a personal philosophy on early childhood education and understand its place in the early childhood environment;
- ✉ Develop practical goals on time management;
- ✉ Engage in thinking on quality areas and assessment;
- ✉ Critically reflect on issues relating to self- assessment;
- ✉ Consider innovative solutions to issues relating to self- assessment.

## Homework

- Ask your team to learn the name of each of the 7 quality areas
  - Teach the concepts of 'observe, discuss, sight'
  - Talk about the 'thinking environment'.
  - Bring your philosophy
- 
- **Planning the process**
  - Review plan you developed in discussion with your peers. Get started.



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PARTICIPANT: As participants we will...	FACILITATOR: As facilitator I will...
<ul style="list-style-type: none"> <li>• Maintain confidentiality;</li> <li>• Listen to everyone actively and respectfully;</li> <li>• Ensure one person does not dominate discussions;</li> <li>• Contribute at each meeting and our contributions will be mindful, purposeful and done with commitment;</li> <li>• Respect ideas;</li> <li>• Turn up with a positive attitude and with enthusiasm;</li> <li>• Attend every session or, of not possible, send another team member;</li> <li>• Attempt to do all homework;</li> <li>• Aim to undertake a preliminary Self Assessment and Planning by Session 5</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all participants are kept informed and up to date;</li> <li>• Seek to provide answers...take questions on notice and not be the source of all knowledge but rather the facilitator of knowledge development;</li> <li>• Listen carefully;</li> <li>• Keep sessions confidential except where permission is granted to share information;</li> <li>• Help participants to achieve their NQF goals</li> <li>• Provide ongoing support and encouragement;</li> <li>• Teach and learn;</li> <li>• Ensure children and families are paramount within our conversations, decision making and learning</li> </ul>



# The thinking environment

## Attention

*The quality of your attention profoundly affects the quality of other people's thinking.*



## Equality

*People are equal thinkers. Boundaries and agreements are respected*



## Ease

*Offers freedom from internal rush or urgency. Ease creates; urgency destroys*



## Appreciation

*Thinking requires balance of appreciation and critical comment. Practice a 5:1 ratio of appreciation to criticism.*

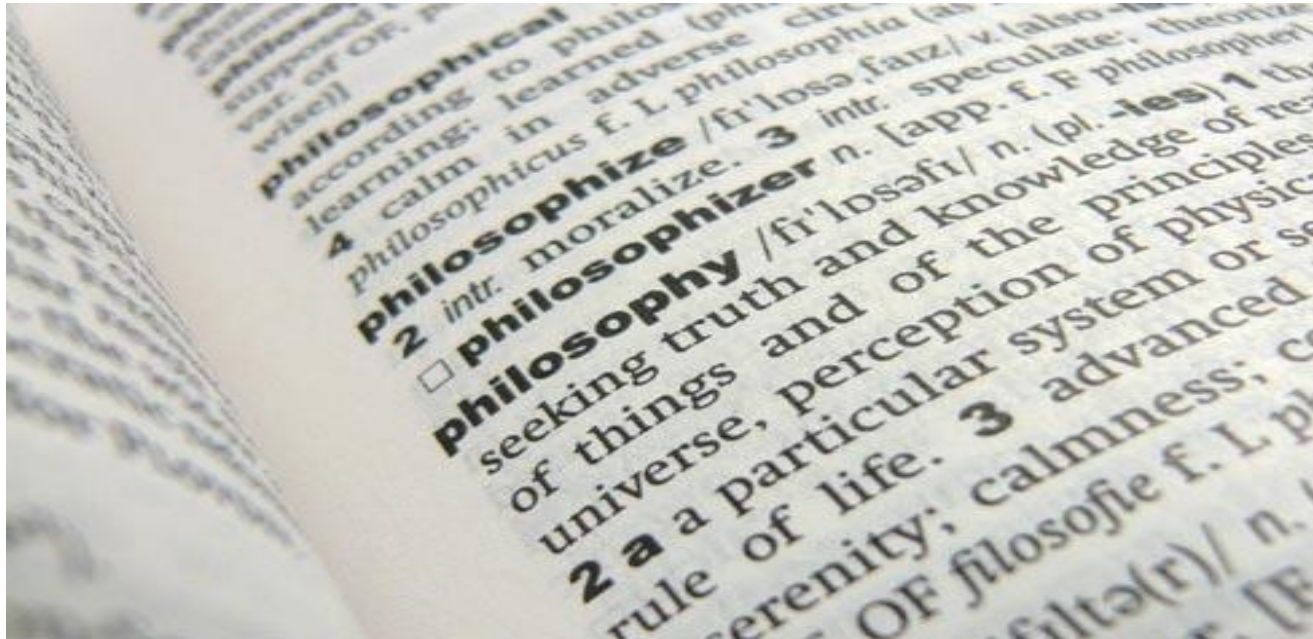


## Incisive Questions

*Remove assumptions that limit our ability to think for ourselves.*



# Thinking about philosophy



## Thinking Pairs

The question is: **What is my personal philosophy on early childhood education and how do I 'live' my philosophy. Ask 'What are your thoughts and what are you thinking?**



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8/09/2011

# Planning the process





# Time Management





*“I get up every morning  
determined to both change  
the world and to have one  
hell of a good time.  
Sometimes, this makes  
planning the day difficult.”*

E.B. White

20th century American writer



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# Burnout...the time versus expectation imbalance

- **Compulsion to prove oneself**
- **Working harder**
- **Neglecting their needs**
- **Displacement of conflicts**
- **Revision of values**
- **Denial of emerging problems**
- **Withdrawal**
- **Obvious behavioural changes**
- **Depersonalization**
- **Inner emptiness**
- **Depression**
- **Burnout syndrome**



# Time Management-Self Assessment

## How time sensitive am I?

1. I feel that I must always be busy doing something productive and am guilty if I just relax and loaf.  
A   O   N
2. Wherever possible, I try to do more than one thing at a time like exercise while I watch television, or eat while I drive.  
A   O   N
3. I get annoyed when someone shows up late for an appointment and keeps me waiting.  
A   O   N
4. I am lost without my watch or clock close at hand.  
A   O   N
5. I get impatient if I have to wait in line at the bank or grocery store.  
A   O   N
6. Slow drivers perturb me.  
A   O   N
7. I find myself completing the sentences of others in an effort to move the conversation along.  
A   O   N

Jorde-Bloom, P. (1989). *Avoiding Burnout: Strategies for managing time, space, and people in early childhood education*. Illinois, New Horizon

## How well do I manage my time?

1. I tend to underestimate how much time a particular project or task will take.  
A   O   N
2. I regularly work long hours, yet I still take work home with me in the evenings and weekends.  
A   O   N
3. I tend to procrastinate for so long that unpleasant tasks become panic situations.  
A   O   N
4. I seem besieged during the day with interruptions that prevent me from doing my job.  
A   O   N
5. I wonder why I subscribe to newspapers, journals and magazines since their usually out of date by the time I get around to them.  
A   O   N
6. Birthdays, anniversaries and other occasions seem to slip my mind.  
A   O   N
7. I arrive at appointments out of breath or not at all.  
A   O   N
8. I seem to get part of the way into a task and find that I have to stop before I finish it.  
A   O   N
9. I find myself driving too fast, eating too fast and in a constant battle with the clock.  
A   O   N

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# The Pareto Principle-80/20 rule

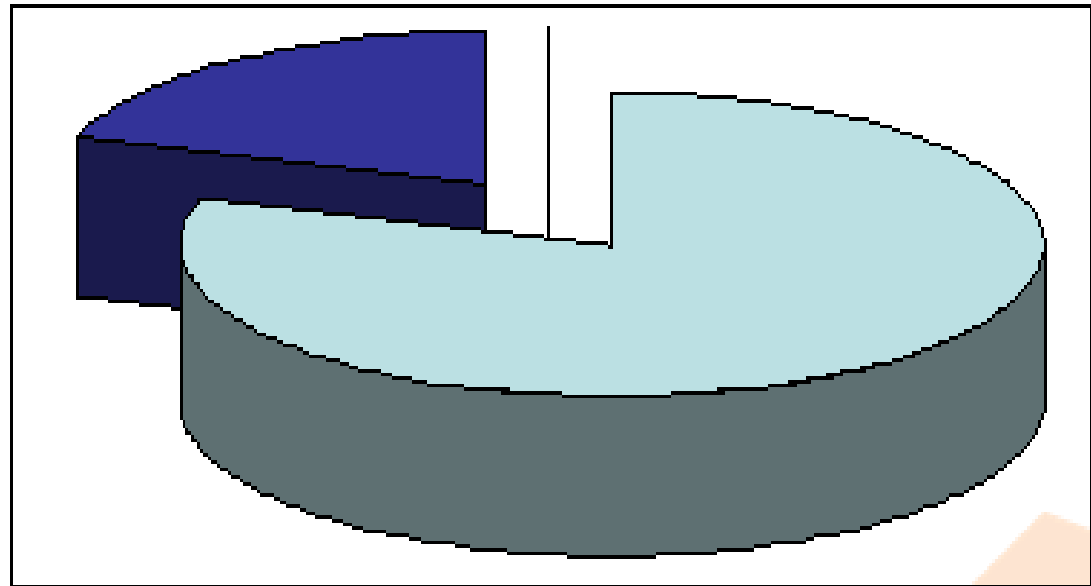
- 80% of the sales a salesperson makes come from 20% of their cold calls

- 20% of the cars on the road cause 80% of the accidents

- 80% of the useful information on the Internet comes from 20% of the sites.

- 80% of what makes you happy comes from 20% of the people with whom you are close

- 20% of the lottery bets receive 80% of the winning.



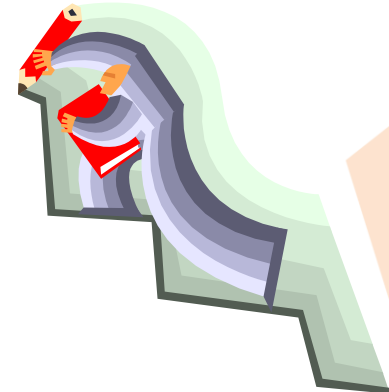
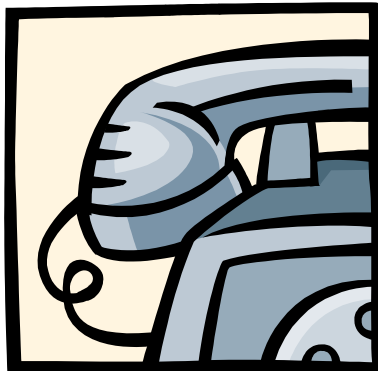
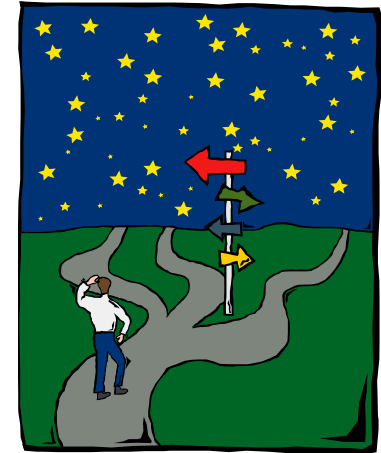
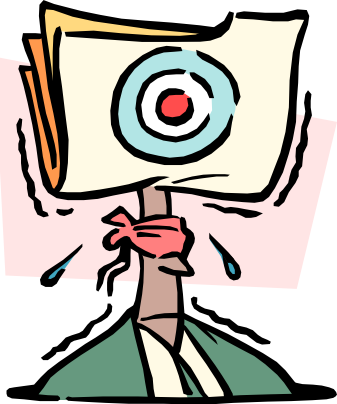


# Tips for time management

1. Start well
2. Develop routines.
- 3 Think ahead
4. Use your high energy times
5. Leave time for emergencies
6. Manage the moment
6. Stop procrastinating
7. Be realistic



# Procrastination...



*Allocating time &  
setting goals*

*Quality versus quantity*



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# SMART Goal Setting

**Specific**  
**Measurable**  
**Attainable**  
**Realistic**  
**Timely**





# The Assessors View

*The assessor asks for information about your philosophy but also wishes to understand how it works in your centre.*

**Resources: Quality area**      7.2.1

In review:

- *How would you respond to the assessors questions differently?*
- *How would you prepare staff to respond?*
- *What do you need to think about in the observe, sight, discuss?*



**Element 7.2.1 A statement of principles is developed which guides all aspects of the service's operations.**

Each service needs a statement of philosophy or principles to guide their decision making about curriculum delivery, about work with families and about their ongoing learning and reflective practice. The statement will reflect current thinking in early and middle childhood and reflect a shared understanding of the role of the service with children, families and the community.

Regular review of the statement of philosophy or principles against new research, against the *Early Years Learning Framework* and/or the draft *My Time, Our Place: Framework for school age care in Australia*, and against families' views and expectations will support the service's goals for continuous improvement (*Early Years Learning Framework* p. 12-13 and *Draft My Time, Our Place* p. 12-13).

**GUIDANCE APPLICABLE TO CHILDREN OF ALL AGES AND ALL SERVICE TYPES**

**How the service will be assessed**

Assessors will, for example:

**1. Observe**

- availability of the service's statement of philosophy or principles to educators, coordinators, staff and families
- educators', coordinators' and staff practice and decisions informed by the service's statement of philosophy or principles.

**2. Discuss**

- how a shared understanding of the service's statement of philosophy or principles underpins practice and decision making
- how families are engaged in the development and review of the service's statement of philosophy or principles
- examples of the use of the statement of philosophy or principles to set directions, build commitment and align actions to the service's goals and outcomes.

**3. Sight**

- the service's statement of philosophy or principles that reflects the principles that underpin the *Education and Care Services National Law Act 2010* and the *Early Years Learning Framework* and/or the draft *My Time, Our Place: Framework for school age care in Australia*, i.e.:
  - secure, respectful and reciprocal relationships
  - partnerships
  - high expectations and equity
  - respect for diversity
  - ongoing learning and reflective practice
- the service's statement of philosophy or principles which is freely available at the service and included in the induction process for the nominated supervisor, educators, coordinators and staff and in the enrolment and orientation process for families.

**72 Statement of philosophy**

The approved provider of an education and care service must ensure that the service—

- (a) has a statement of philosophy designed to guide the operation of the service and the delivery of its education and care program;
- and
- (b) makes the statement available to the staff members of the service and parents of children attending the service.

**Penalty: \$1000.**

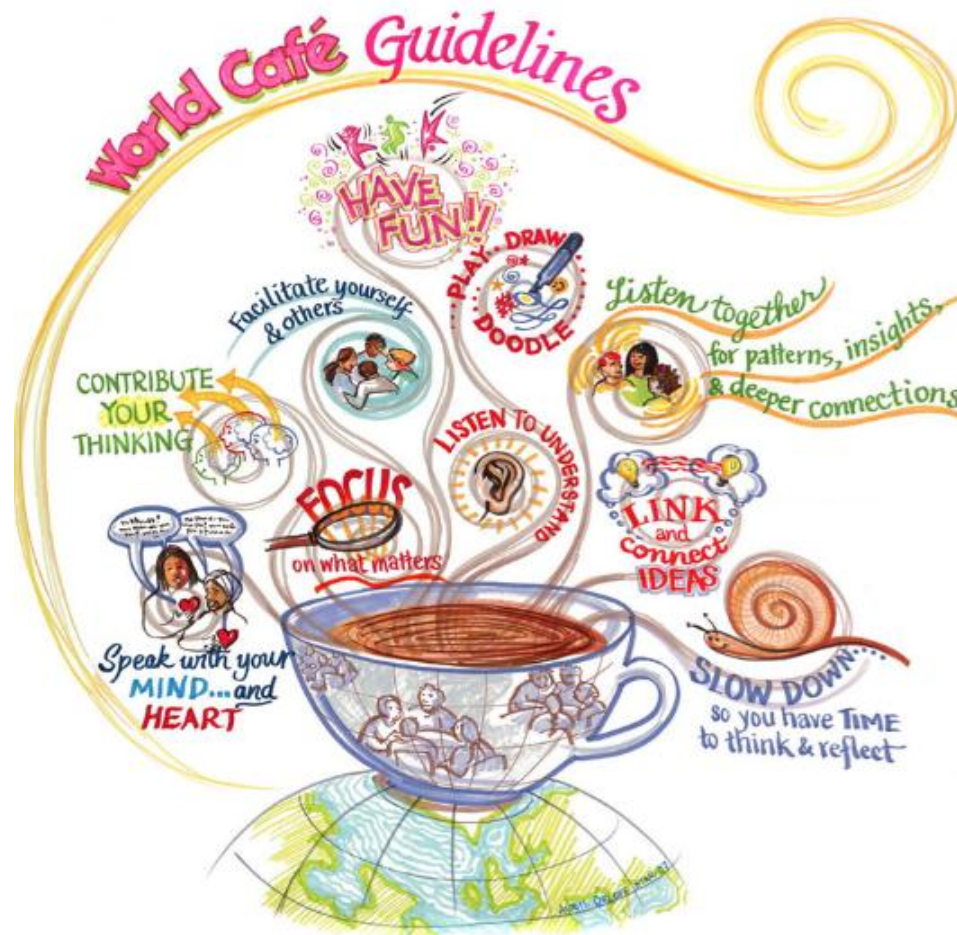
# The Self Assessment



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# World Café





# Your questions...



# Homework

What will be the best use of your time to advance your NQF goals?



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